SAFFRON VALLEY COLLEGIATE

BE READY, BE RESPECTFUL, BE SAFE

SEND POLICY

Date of last review	**Summer Term 2026**
Review cycle	**Annual**
Policy due for review	**Summer Term 2027**

Contents

Contents 2
Aims 3
Legislation and Guidance 3
Definitions 3
Roles and responsibilities 3
SEND information report 4
Links with other policies and documents 9

Aims

Our SEND (Special Educational Needs and Disability) policy and information report aims to:

- Set out how our collegiate will support and make provision for pupils with Special Educational Needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The main aim of the policy is to identify and respond to the circumstances and needs of each individual child or young person within the collegiate. This will enable each pupil to develop holistically as positive members of society, progress academically and achieve their potential by overcoming challenges they have within education.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report
- The Equality Act 2010
- Keeping Children safe in education 2026

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

1. The SENCO

The SENCO is Sally White. She can be contacted via email or via the school office at Saffron Valley Collegiate East Provision
Tel: 020 3252 2020
Email address: **sally.white@saffronvalleycollegiate.co.uk**

Our SENCO is a qualified teacher who is experienced in this role and has achieved the National Award in Special Educational Needs Coordination.

Our Headteacher, Gillian Larocque, has the strategic overview of the special educational provision. The SENCO will:

- Work with the Headteacher and the Local Governing Body to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and the Local Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

2. The Local Governing Body

The Local Governing Body will:

- Help to raise awareness of SEND issues at Local Governing Body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

3. The Headteacher

The Headteacher will:

- Work with the SENCO and Local Governing Body to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4. Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

SEND information report

1. The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) anxiety, eating disorders, low mood,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Emotional School Based Avoiders

2. Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on historic school data, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly lower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Limited progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. Consulting and involving pupils and parents/carers

We will have initial discussions upon entry with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.
We will formally notify parents when it is decided that a pupil will receive SEND support.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
Staff will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are

required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.

The SENCO will be involved in providing information to schools and Post-16 provisions that pupils transition to, in order to support their integration and enhance the opportunity of being successful.

6. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We will also provide the following interventions:

- Academic Support
- Careers Advice
- Post 16 Transition Coaching
- Drama Therapy
- Music Therapy
- Games Therapy
- Educational Psychology
- ELSA and Zones of Regulation
- Key Worker
- Lexia
- Speech and Language Therapy
- Youth Worker and mentoring
- Family Support Worker
- Youth Offending Worker

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by 1:1 work, grouping, teaching style, content of the lesson, etc.
- We provide both an academic and a vocational pathway for our pupils to suit their individual needs.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, technology, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8. Additional support for learning

We have teaching assistants who are trained to deliver interventions such as ELSA, Lexia and Zones of Regulations.

Teaching assistants will support pupils on a 1:1 basis when they are identified as benefiting from this type of intervention. Teaching assistants will support pupils in small groups when social skills and interactions need to be developed for pupils and it is mutually beneficial for each of the pupils involved. We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologists
- CAMHs
- Croydon SEND
- Local Offer

- Social Services
- School Nurse
- NHS Speech and Language Therapy Service

9. Expertise and training of staff

Our SENCO has 9 years' experience in this role and has worked previously as an English Teacher in both mainstream and alternative provision. The SENCO also acts as the Lead Designated Teacher for Children Looked After and has held the Lead Internal Verifier Role for Functional Skills. The SENCO has completed a Postgraduate Certificate in SEN Co-ordination and the National Award for SEN Co-ordination and a Postgraduate Diploma in Pastoral Leadership.

The SENCO is allocated 5 full days a week to manage SEND provision with a part time (one day) assistant who provides support for completing EHCP Needs Applications.

We have a team of teaching assistants who are trained to deliver SEND provision.
Staff training in speech and language, trauma informed practice, safeguarding, autism and exam access arrangements are ongoing, and staff are allocated CPD time each week to pursue their own areas of interest to enable them to effectively support pupils.

We use specialist staff for ELSA, Zones of Regulation, Mentoring, Mental Health Therapies and speech and language therapy. The SENCO attends regular termly briefings held by the local authority and the Trust to keep abreast of local and national policy and initiatives on SEND.

10. Securing equipment and facilities

Saffron Valley Collegiate receives funding from the Local Authority each year to facilitate small group teaching to support the needs of pupils. The school leadership, through consultation with the SENCO and the Local Governing Body, decide on how funding will be deployed to meet the range and level of need of pupils across the whole school.

11. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions every half term
- Using pupil questionnaires i.e. Wellbeing Surveys
- Monitoring by the SENCO and Heads of Provision
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans
- Holding termly reviews for all students without an EHCP to review learning plans and progress

12. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. All of our activities and school visits are available to all our pupils, including our before-and after-school clubs.

- All pupils are encouraged to take part in recreational activities.
- No pupil is ever excluded from taking part in activities because of their SEND or disability.
- Staff have the skills and expertise to adapt activities to ensure each activity is inclusive.

Our Accessibility Policy is available on the school website.

13. Support for mental health and well-being

We take a whole school approach to promoting positive mental health and wellbeing recognising how this is a crucial factor affecting learning and achievement. We aim to help children become more resilient, informed and empowered in recognising mental health difficulties when they arise and provide in school support and signposting to external services, as required.

- All staff are aware of their responsibility to promote positive mental health
- All staff have had training and have the skills to identify early warning signs of deteriorating mental health to be able to direct pupils for intervention and support
- For more detailed information, please refer to our Mental Health and Wellbeing Policy on the school website.

14. Support for improving emotional and social development.

We provide a full range of support for all pupils to improve their emotional and social development in the following ways:

- Information gathered at enrolment including interviews with parent and pupils, induction data and evidence gathering and information provided from school and professionals records and reports are used to develop support in areas of wellbeing and mental health both as a whole school and as individual provision.
- Pupils have regular daily contact with their tutors and are given time and space to develop trusting relationships with all staff.
- Zones of Regulation is a programme used implicitly, and explicitly, to support pupils with emotional regulation.
- ELSA trained staff offer 1:1 support with emotional literacy.
- Social skills groups are run to help pupils improve their social development, relationship and communication skills.
- trained mental health first aiders to help support pupils' mental health and wellbeing.
- External services including, Dramatherapy, music therapy and mentors are bought in to provide additional expertise in supporting mental health and wellbeing.
- Personal, Social, Health Education (PSHE) is taught to promote pupils' spiritual, moral, social and cultural development and prepare all young people for the responsibilities and opportunities of life. The statutory framework of Relationships and Sex Education (RSE) is taught as part of the PSHE curriculum.
- Pupils are encouraged to be part of the school council.
- We have a zero-tolerance approach to bullying.

15. Working with other agencies

We work closely with the Local Authority and specialist service providers and outside agencies to ensure that where pupils make less than expected progress despite interventions, additional assessment can be made. The Local Offer sets out the whole range of support that is available from different services and how these can be assessed. The services we work with regularly include:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Therapists (including speech and language therapists, occupational therapists)

16. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Sally White in the first instance. They will then be referred to the school's Complaints Policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

17. Contact details of support services for parents/carers of pupils with SEND
SENCO: Sally White: **sally.white@saffronvalleycollegiate.co.uk**

18. The Local Authority Local Offer
Our contribution to the local offer is to provide alternative educational provision which can be accessed either on a short- or long-term basis. Further information about the education and services we offer can be found on our website: https://www.saffronvalleycollegiate.co.uk/

Our Local Authority's local offer is published here:
https://localoffer.croydon.gov.uk/kb5/croydon/directory/advice.page?id=RqB_Cxam7BA

Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting Children in Schools with Medical Conditions
- RSE Policy